

Sound the Alarm – Early Academic Retention Navigating Success (EARNs)

This concept will be discussed tomorrow with CMSS Team.

<p>*Stage One: Emerging – At this stage, the campus is beginning to recognize diversity, inclusion and equity as strategic priorities and is building a campus wide constituency for the effort.</p>
<p>**Stage Two: Developing – At this stage, the campus is focused on ensuring the development of its institutional and individual capacity to sustain the diversity, inclusion in equity effort.</p>
<p>***Stage Three: Transforming – At this stage, the campus has fully institutionalized diversity, inclusion and equity into the fabric of its institution, and continues to assess its effort to ensure progress and sustainability.</p>
<p>This rubric should be viewed as only one assessment tool for determining the status of diversity, inclusion and equity institutionalization. Other indicators should also be observed and documented to ensure that JMU's effort to advance diversity on campus is conducted systematically and comprehensively.</p>
<p>Legend: Emerging (*), Developing (**), Transforming (***)</p>

Highlight: When we had little - no interest, there were students interested that were not in the 100 target cohort

Are students on the committee? They may have ideas that none of us would think of as employees. VP and DEI SA has student advisory boards

Highlight: - this emerged out of the TRFE. So it is justice and equity-oriented. What might it look like to others as we frame the work?

This is focused on 1st year students. There are other student success 1st year seminars. Some may have transfer and sophomores

Consider including peer-to-peer outreach as an assignment

Could this be done during the second 8 weeks instead? Text students, if possible.

Identified >>> Stage One and Two

Partnership Schools and Programs: Grow your own, Stem Outreach, Professor in Residence, Athletics, AVID and College Partnerships, and existing pre-collegiate progra

Merged

Status Explanation:

- Active:** the recommendation is currently being worked on by university
- Completed:** Work on the recommendation has finished and all deliverables/tasks have been completed
- Merged:** The recommendation has been merged with a related recommendation or current university initiative for implementation and alignment

Another way to learn more about the recommendation and continual feedback process <https://www.jmu.edu/president/racial-equity/recommendations.shtml>

CMSS and SOGIE are planning programming that is complementary - students will be on campus 3 days before move in (pre-Orientation)

How was this course marketed to these one hundred students?

How many credits would a student receive for this course and how do the credits apply to the degree?

This is great! I am wondering what can entice more students to be part of the pilot

This is designed to be 8 week (Fall) semester experience

This relates to reaffirmation for accreditation - QEP. To close gaps.

3 term (utilize this time)

This effort synthesized what came out of the QEP - evidence-based items that could close gaps

Asset-based or career inventories. Having this be an exposure to faculty - having them talk about skills that will apply in future careers. etc. Time management (applicable to all caree

Attach to side car courses

Interest or skills inventory to help connect students (Virginia Wizard - a free resource that many do not know what the resource is)

1 - credit class is consistent w/other seminars (UNST 102). Don't apply to degree, but can be an elective credit

Help students make connections - and make connections early